





Wednesday Webinar 10-25-17: GT Identification

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Special Considerations

What are Special Considerations?

704 KAR 3:285 Section 4



- ▶ **Exceptions and special considerations** for eligibility. School personnel shall take into consideration **environmental, cultural, and disabling conditions** which may mask a child's true abilities that lead to exclusion of otherwise eligible students, such as a student who qualifies as:
 - (a) An **exceptional child** as defined in KRS 157.200;
 - (b) **Disadvantaged**; or
 - (c) **Underachieving**.

Conditions which might mask gifted ability:

- ▶ Environmental
- ▶ Language
- ▶ Disadvantaged
 - Culturally
 - Economically
- ▶ Student with a Disability
- ▶ Underachieving
- ▶ Other factors



Environmental



Transiency



Home with
little
enrichment or
stimulation



Parental
attitude
demonstrating
rejection or
indifference



Language:



English Learner



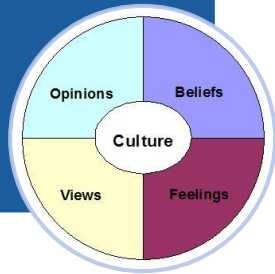
Lack of verbal
intellectual
stimulation due to
limited language
facility



Disadvantaged

- Inability to function meaningfully in a dominant culture due to limited exposure
- Standards conflict with dominant culture involving peers, parents and community
- Lower self-esteem due to self comparison with dominate culture standards

Cultural



- Residence in depressed economic area with high concentration of poverty
- Low family income (free/reduced lunch)
- Large family living at sustenance level
- Inability to participate in varied experiences outside the home

Economic



Other factors



Medical issues
impacting
achievement



Other factors as
described in formal
recommendation



An Exceptional Child as defined in KRS 157.200

- ▶ Orthopedic impairment – severe impairment of bone or muscle
- ▶ Other health impairment – asthma, ADD, ADHD
- ▶ Speech or language impairment
- ▶ Hearing impairment
- ▶ Mental disability
- ▶ Specific learning disability
- ▶ Emotional-behavioral disability
- ▶ Multiple disability – combination of two or more disabilities
- ▶ Deaf-blind
- ▶ Visually disabled
- ▶ Developmental delay
- ▶ Traumatic brain injury
- ▶ Autism



Underachieving as Defined by GT Regulations

- ▶ The development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability



Causes of Underachievement

Lack of motivation to apply themselves in school

Environments that do not nurture their gifts and may even discourage

Disabilities or other learning deficits that mask their giftedness



Characteristics of Underachievement



Low self-esteem

Consistently
negative attitude
toward school
and learning

Reluctance to
take risks or
apply one's self

Discomfort with
competition

Lack of
perseverance

Lack of goal-
directed
behavior

Social isolation

Weaknesses in
skill areas and
organization

Disruptiveness in
class and
resistance to
class activities.

When using Special Considerations it is suggested the district:

- ▶ Use a multiple criteria approach
- ▶ Discuss the whole child
- ▶ Review evidences suggested in the regulations for each area
- ▶ Develop a process for using special considerations (Example: Evidence will include Portfolio of Work Samples, Checklists of Behaviors from all the student's teachers, Anecdotal Records from referring teacher or staff)
- ▶ Observe student at least 6 weeks - year



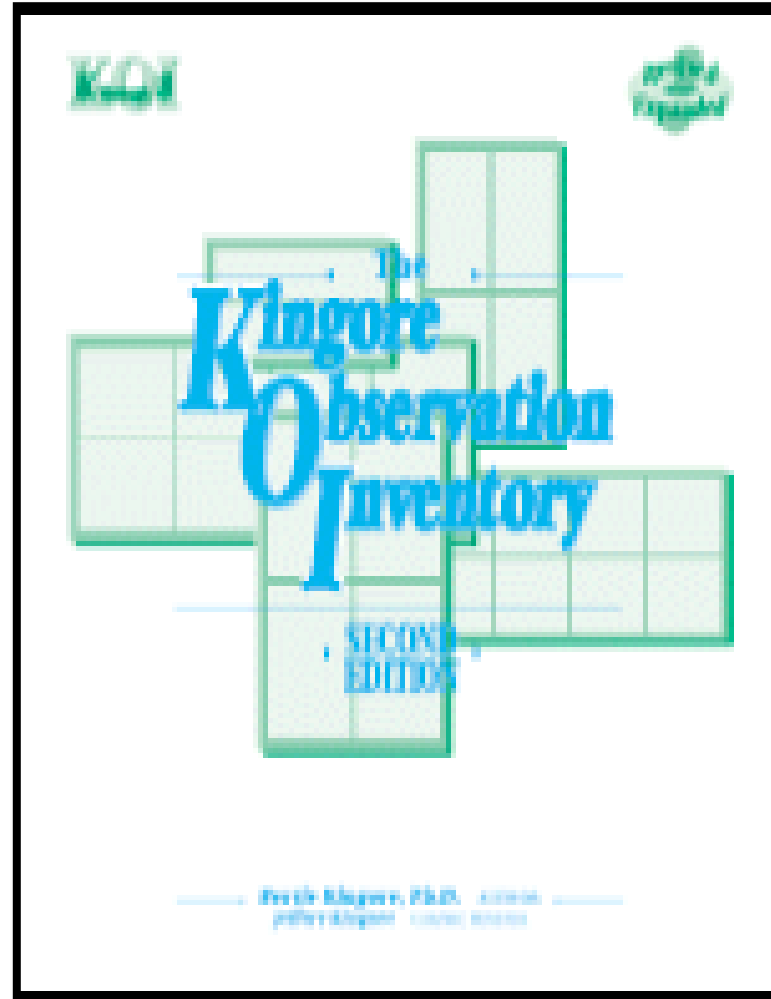
All Evidence List

1. A collection of evidence from **portfolios** demonstrating student performance;
2. Inventory **checklists** of behaviors specific to gifted categories;
3. Continuous **progress data**;
4. Anecdotal records;
5. Peer nominations;
6. **Formal testing data** specific to gifted categories;
7. Parent interview or questionnaire;
8. **Primary review committee** recommendation for those entering the fourth grade;
9. Self-nomination or petition system;
10. Student **awards** or **critiques** of performance or products specific to gifted categories; and
11. Other valid and reliable documentation;



Kingore Observation Inventory by Dr. Bertie Kingore

- ▶ Observation forms
- ▶ Data Analysis forms
- ▶ Ideas and strategies and lesson ideas for working with gifted students



The Kingore Observation Inventory (KOI) — Grades K through 3

TEACHER _____
SCHOOL _____ GRADE _____

Color	Date
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

ADVANCED LANGUAGE

Uses multisyllabic words unassumingly; descriptive
Asks questions about words (in print or oral language)
Uses similes, metaphors, or analogies; rich imagery
Modifies language for less mature children
Displays verbal skills when teaching others, handling conflicts,
or influencing the behavior of others
Expresses similarities and differences
Uses the specific language of a discipline

ANALYTICAL THINKING

Demonstrates complex and abstract thinking
Analyzes classroom tasks and instructional techniques
Observes intensely; is unusually attentive to details in their
environment
Takes apart and reassembles ideas, objects, or experiences
Analyzes cause and effect, consequences, or alternatives
Creates songs, stories, or riddles related to their learning
experiences
Organizes collections or ideas in unique ways

MEANING MOTIVATION

Is philosophical; pursues issues atypical of agemates
Asks penetrating, intellectual questions; intense need to
understand
Is curious; innovatively experiments
Remembers!
Displays an unexpected depth of knowledge in one or more
areas; an "expert"
Demonstrates intense task commitment and energy when

tent
ently
words, graphics, structures, or
movement

The Kingore Observation Inventory (KOI): Grades K through 3

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PERSPECTIVE

Interprets another's point of view
Demonstrates complex dimension or perspective in language,
art, and problem solving
Creates and interprets more complex shapes, patterns, or
graphics than agemates
Demonstrates that directionality is relative to position
Adds interesting components to enhance products

SENSE OF HUMOR

Says or does something indicating a sense of humor beyond
agemates
Catches an adult's subtle or sophisticated humor
Uses figurative language for humorous effect
Understands and responds to the use of puns and riddles
Develops a humorous idea to the extreme; "flights of fantasy"

SENSITIVITY

Exhibits intense concern for human issues
Acts spontaneously to help someone in need
Shows nonverbal awareness of another's needs and feelings
Expresses empathy through words or art
Displays a strong sense of fairness and justice
Expresses high expectations of self and others; high-strung
Senses discord or dissatisfaction
Overreacts at times

ACCELERATED LEARNING

Requires minimum repetition for mastery
Increases rate of learning after introduction and exposure
Categorizes by multiple, often less-obvious, attributes
Comprehends symbolic representations, e.g., musical, numerical,
alphabetical, mapping
Reads and interprets consecutive passages at an advanced level
Demonstrates an unexpected mastery of complex science or
math concepts
Applies mathematical operations with sophisticated mastery
Creates advanced products
Accesses data with ease using an unexpected variety of tools



GIA Suggested Evidence

1. High performance on additional individual or group intellectual assessment;
2. Observation of applied advanced reasoning ability; or
3. Checklist inventories of behaviors specific to underachieving or disadvantaged gifted learners.



GIA Checklist of Behaviors/Jot Downs



GENERAL INTELLECTUAL ABILITY JOT DOWN

Brief description of
observed activity: _____

Date ____/____/____
Mo. Day Yr.

Teacher _____

Grade _____ School _____

- As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.
- When recommending students for gifted services, use this identification jot down as a reminder of student performances in the area of general intellectual ability.

Sees connections/recognizes patterns, may want to know how what is being taught fits in.	Asks many probing questions, sometimes to the point of driving others up the wall.	Appears to have a deep sense of justice. May correct others when something seems wrong.	Able to work one or more years above others in age group.
Widely read or likes to read. May prefer to read rather than be with others.	Knows many things that have not been taught.	Has a large vocabulary but may choose when to use it.	Benefits from rapid rate of presentation. May refuse to do work seen as busy work.
Displays intensity for learning. Preoccupied and hard to move on to new topic or area of study.	Prefers a few close friends with similar intellect to many friends.	Likes to observe before trying new activities. Thinks through ideas before sharing with others.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction. May be resistant to being leader of a group.	Displays abstract thinking. Requires time to think before responding.	Shows high energy level - physical, intellectual, and psychological.	Appears to have discrepancies between physical, social, and intellectual development.

SAA Suggested Evidence

1. High performance on an additional individual or group test of academic aptitude;
2. Student awards or critiques of performances;
3. Off-level testing;
4. Portfolio of high academic performances;
or
5. Student progress data.



SAA Checklist of Behaviors/Jot-downs



SPECIFIC ACADEMIC AREA JOT DOWN

Brief description of
observed activity: _____

Check One: ☐ Language Arts
 ☐ Social Studies
 ☐ Math
 ☐ Science

Date _____ / _____ / _____
 Mo. Day Yr.

Teacher _____
 Grade _____ School _____

1. As students show evidence of the following characteristics in comparison with age peers, jot their names down in the appropriate box/es.

2. When recommending students for gifted services, use this identification jot down as a reminder of student performances in this specific academic area.

Sees connections.	Asks many probing questions.	Shares what he/she they knows which may be seen as answering "too often."	Provides many written/oral details.
Is widely read or likes to read about subject area.	Absorbs information quickly from limited exposure.	Has a large vocabulary in subject area.	Benefits from rapid rate of presentation in subject area.
Displays intensity for learning within subject area.	Requires little or no drill to grasp concepts.	Generates large number of ideas or solutions to problems.	Has knowledge about things age peers may not be aware of.
Prefers to work independently with little direction.	Displays leadership qualities within subject area.	Applies knowledge to unfamiliar situations.	Offers unusual or unique responses.

Local Norms



What are Local Norms?

- ▶ Local norms allow for within-group comparisons so students are compared not against the student body as a whole but against students who share similar characteristics, such as race or school attended.



Why might Local Norms be used?

We are having conversations about this guidance.

- ▶ Some states guide their districts to use them to ensure access and inclusion of students from underrepresented populations in gifted programs
- ▶ Many GT scholars and experts suggest using local norms to identify gifted students as a way to pursue equitable GT representation
- ▶ Test norms should reflect the local demographic, not only national norms (important for districts with a greater number of individuals from minority or ethnic groups)

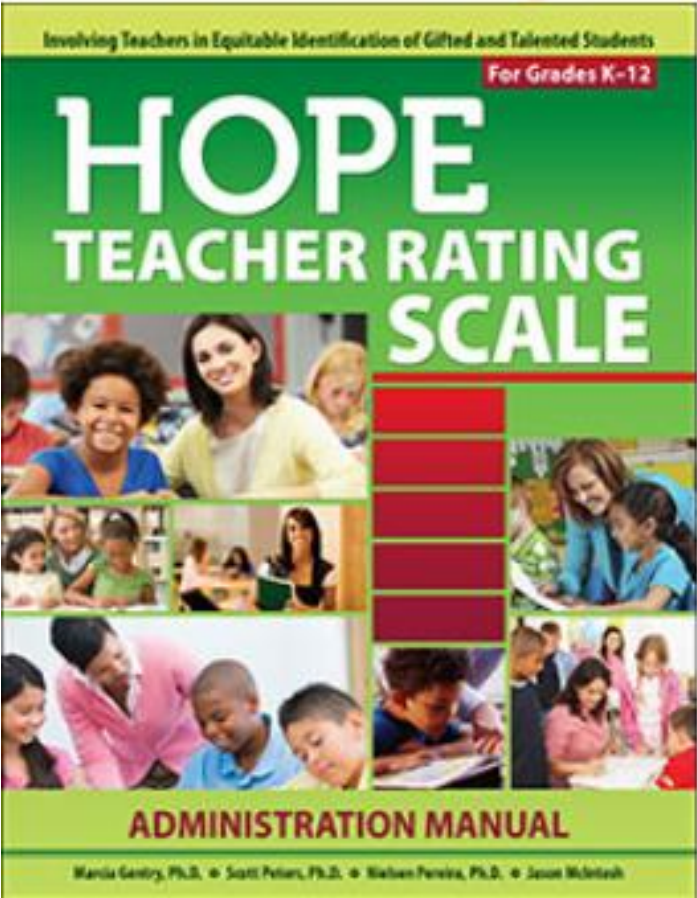


How do you Calculate of Local Norms?

- ▶ Districts can request local norms of a grade level or subgroup from the scoring company
- ▶ Hand scoring tool provided by Dr. Gentry or Google doc with same calculation tool
- ▶ Norm group should be as large as possible
- ▶ For large numbers of subjects a random sample can be used
- ▶ At minimum of 100 subjects



Hand Scoring Tool Screenshot from *HOPE Scale Teacher Rating Scale* – Dr. Marcia Gentry



Raw	Tally	Frequency	Cumulative Frequency	Precentile Rank $\frac{1/2(\# \text{ of persons with the score}) + \# \text{ of persons below the score}}{\text{total number of persons}} \times 100$
36	/	1	25	$98 = \frac{1/2(1) + 24}{25} \times 100$
35		0	24	96
34		0	24	96
33		0	24	$96 = \frac{1/2(0) + 24}{25} \times 100$
32	/	1	24	$94 = \frac{1/2(1) + 23}{25} \times 100$

Local Norms and Identification

- ▶ Students must have a minimum of three evidences including the 9th stanine from local normed assessment
- ▶ Student must score using local norms at the 9th stanine or 96th percentile using a norm-referenced assessment



Infinite Campus Data Entry for Local Norms



- ▶ In the “Evidences” Section, click the checkbox for 9th stanine
- ▶ Click checkbox beside “Other” and type “Local Norms” on the line. This will count as one evidence.
- ▶ A minimum of three evidences must be chosen – select at least two others.

General Intellectual Ability Evidence:
(At least 3 Evidence checkboxes must be selected)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Behavioral Checklist Inventories
<input type="checkbox"/> Checklist Inventories (Underachieving or Disadvantaged)	<input type="checkbox"/> Collection of Evidence from Portfolios
<input type="checkbox"/> Continuous Progress Data	<input type="checkbox"/> High Performance on Intellectual Assessment
<input type="checkbox"/> Informal Assessment	<input type="checkbox"/> Nominations-Peer
<input type="checkbox"/> Nominations-Self or Petition	<input type="checkbox"/> Observation of Applied Advanced Reasoning Ability
<input type="checkbox"/> Primary Review Committee Recommendation	<input type="checkbox"/> Referrals/Recommendation-Parent
<input type="checkbox"/> Referrals/Recommendation-Teacher	<input type="checkbox"/> Student Awards or Critiques
<input checked="" type="checkbox"/> 9th Stanine on Comp. Test of Intellectual Ability	<input checked="" type="checkbox"/> Other, Specify <input type="text" value="Local Norms"/>

Intellectual Ability Test
01: Cognitive Abilities Test ▼

Contact Information

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